

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 School Transformation Fund - Planning		
Program authority:	P.L. 114-95, ESEA, as amended by ESSA, Title I, Part A, Section 1003, School Improvement	FOR TEA USE ONLY <small>Write NOGA ID here.</small>
Grant Period:	July 9, 2018 to May 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY MAY 29 PM 4:13 <small>Please date stamp here</small> </div>
Application deadline:	5:00 p.m. Central Time, May 29, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #	Campus name/#	Amendment #	
Manor ISD	227-907	Manor Elementary / 227-907-101		
Vendor ID #	ESC Region #	DUNS #		
1746003097	13	050223239		
Mailing address		City	State	ZIP Code
10335 US Highway 290E		Manor	TX	78653-4686
Primary Contact				
First name	M.I.	Last name	Title	
Gary	Lee	Frye	District Grant Writer	
Telephone #	Email address		FAX #	
806-787-6137	gary.frye@manorisd.net		512-278-4017	
Secondary Contact				
First name	M.I.	Last name	Title	
Brian		Yearwood	Assistant Superintendent for Curriculum and Innovation	
Telephone #	Email address		FAX #	
512-278-4016	Brian.Yearwood@manorisd.net		512-278-4017	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name Royce	M.I. Avery	Last name Avery	Title Superintendent
Telephone # 512-278-4000	Email address royce.avery@manorisd.net		FAX # 512-278-4017
Signature (blue ink preferred)		Date signed	

 _____

05/25/2018

Only the legally responsible party may sign this application.

Schedule #1—General InformationCounty-district number or vendor ID: **227-907**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **227-907**

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **227-907**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will contract and work in good faith with the TEA vetted and matched school transformation partner and agency-provided technical assistance.
4.	The applicant provides assurance that they will identify a project manager to lead the partnership, restart, or redesign effort.
5.	The applicant provides assurance that they will provide access for onsite visits to the LEA and campus by TEA and its contractors.
6.	The applicant provides assurance that they will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
7.	The applicant provides assurance that they will submit either a strategy or implementation plan, using a TEA approved format, developed with the school transformation partner, by June 1, 2019.
8.	For New School Planning models (Reset and Fresh-Start), the applicant provides assurance that they will launch or re-launch schools within the local educational agency (LEA) that will guarantee and prioritize enrollment for students who attend a 2017–2018 Priority School or 2017–2018 Focus School.

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Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **227-907**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Manor ISD (MISD) is applying for the School Transformation Planning Grant in order to increase resources needed to engage in a year-long planning process to develop an Innovative Management Organization (IMO) Pre-K Partnership to increase access to high-quality, early learning opportunities and ensure that a higher-percentage of students are ready for Kindergarten. This partnership will focus on either or both Bluebonnet Trail Elementary and Shadowglen Elementary, as the Pre-K students can feed into either of these two Focus schools. MISD would like to use a wing in Manor Elementary to house the new Pre-K site. Campuses, Bluebonnet Trail Elementary and Shadowglen Elementary, have a combined EcoDis population of 851 students, 66.65% of their total enrollment, and had an average "Meets Grade Level" 2017 campus STAAR score of 35.5%, which was 13% below the State average. The approach is aligned with the district's strategic priority to develop partnerships and provide targeted autonomy with accountability in the community's highest-priority schools. MISD has already started creating the conditions for overall transformation efforts through its proud distinction as a District of Innovation and its participation in the Texas System of Great Schools, whose goal is to increase the number of percentage of students in top-rated schools and reduce the number and percentage of students in low-rated schools. MISD has designed and implemented a continuous improvement process that annually evaluates school quality, parent demand, and neighborhood needs to take strategic action to both improve schools and provide parents with the schools and programs they desire. MISD is pursuing this IMO Pre-K Partnership in order to provide more families a high-quality Pre-K program to build a strong foundation on which Manor students can begin to learn and thrive. Superintendent, Dr. Royce Avery, recently joined the Manor district and his vision for the future of Manor ISD encouraged the expansion of the Local Innovation Plan into additional areas to support innovation and initiatives that benefit students, staff, parents, and the broader community. Along with MISD's Early Childhood Department, Dr. Avery is the driving force behind directing this path toward meeting the student interest needs across the community while continuing to improve student outcomes beginning with three year olds. **Budget Development:** The budget was developed to meet the TEA requirements for the grant and identified district needs. The investments are aligned with the spirit of the IMO Partnership program for the district to contract with a high-quality Pre-K partner, as well as the required services of a matched school transformation partner and potential site visits to districts already involved in innovative school practices across the state and nation and schools with a Montessori approach. **District/Campus Demographics Related to Grant Goals:** Campuses, Bluebonnet Trail Elementary and Shadowglen Elementary, have an average of 75.5% At-Risk students and 38.9% English Language Learners, so this School Transformation Planning Grant would be providing resources to target improvement at two of MISD's highest need's campuses. This improvement strategy aligns with two of MISD's strategic goals: "Be a District of choice in the Texas Region based on student success," and "Allocate resources and seek non-traditional resources for sustainability with a relentless focus on efficiency and effectiveness based on priorities of student success." **Needs Assessment Process:** Needs assessment in MISD is an ongoing evaluation through the school year based on district checkpoints and qualitative data. In evaluating school performance, a Needs Assessment utilizing a focus on "Multiple Measures of Data" was conducted to analyze demographics and student academic achievement. From this analysis, problem statements were identified and then a root cause analysis was conducted for each of these areas. MISD selected Bluebonnet Trail Elementary and Shadowglen Elementary, and the IMO Pre-K partnership is among a set of specific targeted strategies delineated to impact the root cause. MISD's Superintendent, Dr. Avery, along with his Assistant Superintendents, Directors, and Principals determine its efficacy and when and how processes need to be updated or changed. **Management Plan:** The IMO Pre-K Partnership planning process is a collaboration between MISD and The Operating Partner that is managed by the district's Office of Early Childhood led by the Superintendent, Assistant Superintendent, Director of Early Childhood, Grant Director, and a Project Director to be hired. There are multiple phases incorporated in the plan, including developing an operating budget, determining facilities' needs, creating an MOU, recruiting students, and hiring staff. Each phase will require intense collaboration and communication, as well as the district's commitment to continuous improvement. **Program Evaluation:** The planning grant will be measured through the effectiveness of the IMO Pre-K Partnership plan development and readiness for implementation in 2019-20. In order to exact change, major concerns will be brought forth through stakeholder feedback and conversations throughout the partnership plan development phase. When the evaluation metrics are not being met and progress is not measured, then MISD is committed to changing course and developing new strategies and processes to ensure student success. Action plans are created, and MISD is transparent in its communication of these plans to all stakeholders. **Statutory and TEA**

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Schedule #5—Program Executive Summary (cont.)County-district number or vendor ID: **227-907**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Requirements: All statutory requirements have been met for this grant submission. These include incorporating and monitoring the Pre-K Partnership as part of Bluebonnet Trail Elementary's and Shadowglen Elementary's improvement plans; using a rigorous process to formally select a partner; aligning other federal, state, and local resources; providing operating flexibility to the early childhood partner; and incorporating one or more evidence-based strategies. All TEA requirements also have been met, including describing the applicant's vision and describing how the grant aligns to and accelerates the broader strategy and theory of action of MISD. **Ongoing Commitment:** MISD is committed to the goals of this grant because of the belief that investing in high-quality early childhood education and expanding access has great long-term positive ramifications for the students of Manor. MISD was also just awarded the 2016-2018 Pre-K Partnership Planning Grant, so there are many ways in which MISD will be aligning these funds to carry out the activities supported with the School Transformation Funds. MISD is experiencing rapid growth and the overall ADA of the district is growing. With increased attendance and the additional increase to ADA funding, MISD will have more tax-based funds to maintain various aspects of the program in addition to the new funds gained by increased enrollment. All of these items will help MISD maintain the program beyond the life of the grant and assure that all funds from all sources are used effectively.

Manor ISD (MISD) is Planning qualifies for the following priority points for the following reasons. MISD has two focus campuses (Bluebonnet Trail Elementary and ShadowGlen Elementary) and one priority campus (Manor Excel Academy (MEA) with Manor Alternative Program (MAP) as a satellite-campus) - 20% of MISD campuses for 5 priority points. MISD does have its Lone Star Governance Certificate - 5 priority points. All these grant funds are used to implement the transformation model at high-need campuses - 5 priority points. Our superintendent also signed a letter of support, attached, which qualifies MISD for the last of the priority points. MISD is aware that while it may apply for both Implementation and planning programs for multi campuses that only one School Transformation Fund grant of either type can be accepted for a priority or focus campus. MISD chose to do this with Bluebonnet Trail Elementary and ShadowGlen Elementary in either/or situation because the PreK planning program is beyond the implementation proposal for these two campuses. The PreK planning would give MISD another system to better serve are community that is not yet at the implementation phase.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 227-907			Amendment # (for amendments only):		
Program authority: P.L. 114-95, ESEA, as amended by ESSA, Title I, Part A, Section 1003, School Improvement					
Grant period: July 9, 2018 to May 31, 2019			Fund code: 211		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$ 63,430	\$ 2,500	\$ 66,030
Schedule #8	Professional and Contracted Services (6200)	6200	\$ 115,000	\$	\$ 115,000
Schedule #9	Supplies and Materials (6300)	6300	\$ 32,470	\$ 1,500	\$ 33,970
Schedule #10	Other Operating Costs (6400)	6400	\$ 35,000	\$	\$ 35,000
Schedule #11	Capital Outlay (6600)	6600	\$ 49,000	\$	\$ 49,000
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$ 295,000	\$ 4,000	\$ 299,000
1.718% <u>indirect costs</u> (see note):			N/A	\$ 1,000	\$ 1,000
Grand total of budgeted costs (add all entries in each column):			\$ 295,000	\$ 5,000	\$300,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 227-907			Amendment # (for amendments only):	
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director			\$ 58,000
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15				\$
16				\$
17				\$
18				\$
19				\$
20				\$
Other Employee Positions				
21	Title			\$
22	Title			\$
23	Title			\$
24	Subtotal employee costs:			\$
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay (for teachers to go on excellent school visits to high quality early childhood centers with Montessori approach)		\$ 5,000
26	6119	Professional staff extra-duty pay		\$
27	6121	Support staff extra-duty pay		\$
28	6140	Employee benefits		\$ 3,030
29	61XX	Tuition remission (IHEs only)		\$
30	Subtotal substitute, extra-duty, benefits costs			\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$ 66,030

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 227-907		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Matched School Transformation Partner (includes financial and legal support)	\$ 75,000
2	Contract for graphic design, publishing and printing of promotional materials for recruitment and community engagement	\$ 10,000
3	Professional Development to implement curriculum	\$ 10,000
4	Master Certified early childhood trainers who are on the Texas Trainer Registry to provide TRS level training to MISD campuses and the other area providers of early child care	\$ 10,000
5	Various parental programming to increase their understanding of their role as the child's first teacher and to increase their ability to work within the early child care systems and MISD's programs when children enroll in Pre-K	\$ 10,000
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$115,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$115,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<u>Schedule #9—Supplies and Materials (6300)</u>		
County-District Number or Vendor ID: 227-907		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval: Curriculum and Assessment Samples	\$ 33,970
Grand total:		\$ 33,970

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 227-907		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out of state travel for employees to visit high quality early childhood centers with Montessori approach	\$ 10,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members to visit high quality early childhood centers with Montessori approach	\$ 25,000
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
Grand total:		\$ 35,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 227-907		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29	Capital improvements needing to be made in wing of Manor Elementary for pre-k compliance			\$ 49,000
Grand total:				\$ 49,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant FundsCounty-district number or vendor ID: **227-907**

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	369/482	66.7%/66.6%	First numbers are demographics from Bluebonnet Trail and Second Numbers are demographics from Shadowglen Elementary
Limited English proficient (LEP)	237/253	42.9%/34.9%	This is being done so that data for both the potential feeder pattern schools are included in the proposal
Disciplinary placements	1/3	0.2%/0.4%	The process of developing the plan for PreK implementation will determine the school in this
Attendance rate	NA	%	Program along with the overall benefit to MISD in expanding the PreK offerings at our district
Annual dropout rate (Gr 9-12)	NA	%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	15/18.3	43.5%/47.2%	
6-10 Years Exp.	3/9.6%	8.7%/24.8%	
11-20 Years Exp.	7.8/6.1	22.5%/15.8%	
20+ Years Exp.	5.8/3	16.8%/15.8%	
No degree	1/0	2.9%/0	
Bachelor's Degree	28.7/26.6	83.2%/68.7%	
Master's Degree	4.8/12.1	13.9%/31.3%	
Doctorate	0/0	0%/0%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
158														158

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
8														8

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Schedule #13—Needs AssessmentCounty-district number or vendor ID: **227-907**

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs Assessment Process: Needs assessment in MISD is an ongoing evaluation throughout the school year based on district checkpoints and qualitative data. Initial needs assessments begin with evaluation of standardized assessment results and other critical factors. In evaluating overall district performance, a Needs Assessment utilizing a focus on "Multiple Measures of Data" was conducted by a cross-departmental team for the development of the District Improvement Plan to analyze demographics, student academic achievement, district process and procedures as well as perceptions. From this analysis, problem statements were identified and then a root cause analysis was conducted for each of these areas. Specific targeted strategies were then delineated to impact the root cause. The plan developers also gathered input from the superintendent's leadership team and District Education Improvement Committee (DEIC) representatives.

MISD's 2017-2018 Improvement Plan, "Growth Through Innovation," began with a Comprehensive Needs Assessment, where the data in the chart below data was collected and analyzed and 20 Root Causes were identified. Then, the DEIC team met quarterly to review and revise the District's needs and prioritize them.

DATA SOURCES	
District Benchmarks	Universal Screener Data
Community Feedback Surveys	Parent Surveys
Parent Engagement/Volunteer Data	Discipline Data - Referrals
STAAR/EOC/TAPR/Report Card	PBMAS
Student Attendance/Dropout Rate	Coordinated Health Plan
Violence (Bullying) Prevention	PSAT/SAT/ACT/TSI
Advanced Placement/Dual Credit	College Readiness
Graduation Rates/Completion Rates	SSI Data
DAEP Enrollment	In/Out of School Suspension
Staff Surveys; HR Exit Surveys	T-TESS; T-PESS
Budget (2-5 years)	PEIMS

This process was helpful in allowing MISD to identify those elementary schools with the greatest need for high-quality early learning partnerships. The district has been aggressively focused on developing a comprehensive view of schools by using existing state and federal accountability data as an indicator of school quality coupled with other data such as enrollment to determine the highest need campuses currently in Manor and potential school actions. From our analysis, it is clear we must focus on Bluebonnet Trail Elementary and Shadowglen Elementary, which will serve as Focus Schools for the Pre-K partnership. With a total economically disadvantaged population of 66.65%, the community attending these schools needs and deserves quality Pre-K instruction to best prepare students for the academic rigor of later grades.

Campuses to Be Served: When looking at 2017 STAAR results, reading scores at both campuses were the lowest in 3rd grade, which illustrates that students are not entering school Kindergarten Ready and that the rigor of literacy instruction is not as strong and solid as it needs to be in K-2 to prepare students for their first state assessments. At Shadowglen Elementary, only 59%, and, at Bluebonnet Trail Elementary, only 64%, of 3rd Graders received an "Approaches Grade Level or Above" Reading score in comparison to 73% for the State. Through a Pre-K partnership, Bluebonnet and Shadowglen students will learn critical literacy foundational skills that will prepare them for Kindergarten. By focusing resources on these two campuses, the K-2 literacy program will also be targeted for improvement to ensure students build the fluency and comprehension skills they need to master the state reading assessments beginning in 3rd grade.

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **227-907**

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Opportunity to increase the amount of students from low-income backgrounds attending high-quality early childhood programming.	Creating partnerships with high-quality Pre-K partners will expand access to programs. Moreover, the additional funding from SB 1882 will add revenue to increase the number of "seats" in this program.
2.	Opportunity to align MISD's high quality Pre-K curriculum and provide continuity across programs, so children transition to their elementary schools Kindergarten Ready. Currently, Manor ISD utilizes the CPALLs assessment tool to track student performance throughout each school year. This past year, there was a 56 point gain in syllabication, 61 point gain in rhyming, and a 50 point gain in reading words in a sentence. In onset rhyme, 36% were making acceptable progress. In vocabulary, 48% were making acceptable progress. With the alignment of the Pre-K programs, MISD anticipates even greater improvements in all of these areas.	Increase the number of students coming to school Kindergarten Ready. The grant will increase the opportunities for students in our community to be served by high-quality early childhood educators. Baseline, formative, and summative data using The CIRCLE Progress Monitoring System (formerly known as C-PALLS+), a user-friendly, technology-driven tool that enables a teacher to quickly assess a child's progress in a particular skill area, will demonstrate improvement.
3.	Opportunity to increase the number of students who are reading and doing math at grade level in the early elementary grades. This vertical and horizontal alignment will ensure that students enter MISD elementary schools on grade level thus not creating an achievement gap that is difficult to close and resulting in one reason why students are performing below their peers in the state and district. In 2017, the overall Shadowglen STAAR data for students meeting grade level was 2% below the District and 18% below the State while Bluebonnet's overall data illustrated that while they were performing slightly above District levels, students still trailed their peers in the State by 7%.	Increase the percentage of students in grades K-2 who are economically disadvantaged and are reading on or above grade-level to 90% by the end of the school year 2020. The grant will ensure that students who are eligible for Pre-K service, which includes students who are economically disadvantaged, are entering Bluebonnet and Shadowglen at grade level and stay on track through the 3rd grade and beyond.
4.	Increased opportunity for teachers to be grounded in researched based early education instructional strategies and curriculum.	Grant funds will allow for teachers to receive quality professional learning with experts in the field of early childhood. In addition, funds will allow teachers and administrators to travel to high performing early childhood centers to glean best practices to take back to MISD.
5.	There is currently a lack of high quality teachers who are certified in early childhood and a lack of leveraged and shared resources between MISD and early child care providers including professional development, implementation of TEA approved Pre-K compliance, and student progress monitoring tools like CLASS (Classroom Assessment Scoring System) to effectively inform instructional coaching for Pre-K teachers.	MISD could use grant funds to assist teachers in receiving their Child Development Associate (CDA) certification to learn best practices for teaching in early childhood. MISD could also formalize a system to identify, share, and leverage resources with other childhood centers such as pedagogical strategies as well as provide technical support and guidance in the effective utilization of Pre-K compliance.

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Schedule #14—Management Plan		
County-district number or vendor ID: 227-907		Amendment # (for amendments only):
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	To Be Hired: <ul style="list-style-type: none"> Grant program, budget oversight, and fiscal management Compliance with Pre-K requirements Bachelor level with 3+ year's of teaching or related experience (preferably in elementary or Pre K setting) Texas teaching certificate a plus but life experience may be used
2.	Superintendent	Dr. Royce Avery
3.	Assistant Superintendent	Brian Yearwood
4.	Director of Early Childhood	Nichole Aguirre <ul style="list-style-type: none"> Director of Early Childhood/Pre-K Center Administrator Compliance with Pre-K requirements Instructional Coaching Experience Experienced PK and K teacher Instructional Designer for Professional Learning
5.	District Grant Coordinator	Gary Frye <ul style="list-style-type: none"> Current MISD staff member 14 teaching (Pre-K, ESL, and Sped associated with this program) and 4 professional certifications from TEA Provides connection with DIP to seek non-traditional funding and other resources to sustain/start the program.
6.		

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **227-907**

Amendment # (for amendments only):

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone		Begin Activity	End Activity
1.	Develop Year One Operating Budget and Multi-Year Financial Model for ECE partner and ISD	1.	Initial meeting with finance partners to review budget template	7/23/2018	7/27/2018
		2.	Meeting to relay current budgets, intended future shared services, FTEs, etc.	7/30/2018	8/10/2018
		3.	1 st , 2 nd , and Final Draft of budget created, reviewed by ISD and ECE, and revisions are suggested	8/13/2018	9/21/2018
		4.	ISD and ECE Board Approval	1/28/2018	2/1/2019
2.	Determine facility and capital improvements needed to outfit site for infant, toddler, and/or pre-k	1.	Come to consensus on ECE site and start RFQ process for suppliers and services (if needed)	10/1/2018	10/26/2018
		2.	Complete upgrades (if needed)	11/5/2018	3/8/2019
3.	Adjust ECE's board of directors	1.	Determine if current board is going to change or advisory board is created	9/3/2018	9/14/2018
		2.	New board members added	11/5/2018	11/23/2018
		3.	Current board or new board adjourns for first meeting	12/3/2018	12/14/2018
4.	Create MOU between ISD and partner	1.	Initial meeting with attorney to review MOU template	8/31/2018	9/7/2018
		2.	Meeting with ISD, ECE, and attorney to negotiate shared services, employees, and term of agreement	9/10/2018	10/5/2018
		3.	1 st , 2 nd , and Final Draft of MOU created, reviewed by ISD and ECE, and revisions are suggested	10/15/2018	11/16/2018
		4.	ISD and ECE board approval	11/26/2018	11/30/2018
5.	Submit In District Charter for ECE	1.	RFA published	9/3/2018	9/7/2018
		2.	Create 1st, 2nd, and 3rd Drafts of In-District Charter Application for review	10/1/2018	11/30/2018
		3.	Submit Final Draft of In-District Charter Application	12/3/2018	12/7/2018
		4.	Present In-District Charter and Support Approval	5/27/2019	5/31/2019
		5.	Seek other TEA funding for charter start-up	12/7/2018	5/31/2019
6.	Adopt Curriculum, Assessments, Calendar, and Pre-K Compliance requirements	1.	ECE shares recommended curriculum, assessments, year long calendar, and daily schedule with ISD and ISD offers any suggestions, questions, concerns	3/4/2019	3/18/2019
		2.	Final decisions on curriculum, standards, assessments, year long calendar and daily schedules are made	3/25/2019	3/29/2019
		3.	ECE undergoes Pre-K compliance audit	4/1/2019	4/5/2019
7.	Recruit students targeted from priority school neighborhoods	1.	Develop recruitment strategy and recruit students	9/3/2018	3/1/2019
		2.	Enroll students	3/1/2019	6/28/2019
		3.	Onboard families	7/1/2019	7/31/2019
8.	Hire X amount of Teachers and/or Administrators for 2019-2020 School Year	1.	Negotiate with ISD and ECE to determine who is employing X amount of teachers	10/15/2018	10/19/2018
		2.	Renew contracts of X amount of returning teachers/administrators	2/25/2019	3/8/2019
		3.	Recruitment strategy for staff	11/4/2018	11/18/2018
		4.	Conduct interview process for staff	12/2/2018	5/31/2019
		5.	Hold Community engagement event to introduce staff to families	7/1/2019	7/31/2019

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **227-907**

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Monitoring Attainment of Goals: Manor ISD (MISD) is a proud district of Innovation and a member of the Texas Education Agency's System of Great Schools Network. MISD has four goals that they are trying to accomplish to achieve their mission: Manor ISD will ensure the social, emotional, and academic development of every student through innovative opportunities. These five goals are: 1. Be a District of choice in the Texas Region based on student success. 2. Be a "great place to work" where employees find purpose, do worthwhile, and make a difference. 3. Serve internal and external customers in partnership to support the highest levels of student success. 4. Engage students in a variety of individualized and flexible learning opportunities inside and outside the classroom. 5. Allocate resources and seek non-traditional resources for sustainability with a relentless focus on efficiency and effectiveness based on priorities of student success.

For Goal #1, MISD uses STAAR scores in all subjects, end of course results, the Tejas Lee, TPRI, Graduation Rates, the 2018 Accountability Report, AP and College Readiness Scores (SAT, TSI), Graduation Transcripts, Weekly ADA reports, campus climate surveys conducted with students and teachers, discipline data, TELPAS, and PBMAS to monitor attainment of this desire to be a district of choice due to student success.

For Goal #2, MISD uses Customer Service Kiosks to measure internal and external customer satisfaction and teacher and principal retention rates to measure progress towards MISD being a "great place to work."

For Goal #3, MISD uses the number of district wide partners, communication logs, family engagement calendar with agendas and sign-in sheets, the number of Communities in Schools case-managed students who have improved in academics and behavior and attendance year over year, and surveys and data from walkthrough reports to meet their goal to serve internal and external customers in partnership.

For Goal #4, MISD uses the number of new partnerships for students with disabilities, teachers' lesson plans reflecting additional curriculum used with a technology focus and centers posted as well as Pre-K guidelines being implemented, Pre-K teachers use of Heggerty book in lesson plans, the number of teachers attending professional development training to support the math and numeracy implementation, the increased number of Facebook likes and Twitter followers, enhanced behavior charts and best practice materials, Physical Education and Health Services Data reports, a record of how many homeless families receive services, professional development surveys, monthly dual language PLCs, classroom walkthroughs, number of Pre-K lesson plans taught outside, and the number of students who attend field trip and other community-based events to ensure that MISD is engaging students in a variety of individualized and flexible learning opportunities both inside and outside of school.

For Goal #5, MISD uses electronic portfolios for individual students, the amount of students teachers register at various state conferences in Music, Dance, Theatre, Art, and UIL contests and competitions, a published cycle for technology end-user devices, and department and campus budget reviews to achieve MISD's goal of allocating resources with a relentless focus on efficiency and effectiveness.

Feedback and Continuous Improvement: Manor ISD constantly seeks continuous improvement and welcomes the opportunity through formal surveys and informal feedback for the development of grant proposals and the updating of Campus and District Improvement Plans (CIP/DIP). When the evaluation metrics listed above are not being met and progress is not measured, then MISD is committed to changing course and developing new strategies and processes to ensure student success. Action plans are created, and MISD is transparent in its communication of these plans to all stakeholders through one-on-one or small group meetings, all-staff meetings, internal and external email memos, parent letters, parent information nights, community events, and social media sites, like Facebook and Twitter. All of this data is used in the continuing updating of our 5-year Strategic Plan system to ensure that all programs align to long-term general goals of our school district. MISD also commits to sharing changes in plans with TEA and other ISDs who seek information on how we created this system.

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **227-907**

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Similar Efforts: Manor ISD (MISD) and MISD Child Development Center (CDC), the qualifying Texas Rising Star (TRS) 4-Star private provider, are partnering to increase the quality of the early childhood educational programs in Manor, and MISD just got awarded the 2016-2018 Pre-K Partnership Grant to support this partnership. Funding supports standards related to curriculum, teacher qualifications, academic performance, family engagement, and Pre-K program quality improvement. MISD anticipates being able to leverage this partnership and grant funds to enhance this new IMO Partnership. The TRS 4-Star rating indicates that the center is in full Pre-K compliance and providing high quality early childhood education. MISD anticipates being able to share the knowledge, curriculum, and other resources from the MISD CDC with this new Operating Partner to further improve student outcomes. Similarly, MISD is excited to learn from the wealth of knowledge and experience that the Operating Partner has to offer to enhance MISD's overall Pre-K experience for families.

Commitment: Sustainability and commitment is an ongoing focus of MISD. This IMO Partnership will be monitored closely by the Superintendent, Dr. Royce Avery; the Assistant Superintendent, Brian Yearwood; and the Director of Early Childhood, Nichole Aguirre, as well the hired Project Director. These individuals will be meeting on a regular basis to assess the progress of the partnership and to ensure that grant funds are being spent efficiently and effectively to supplement and not supplant. These project participants intend to recruit teachers and students early on to invest in the new Pre-K Partnership, so they will hold MISD to high expectations to fulfill their promise on providing high quality Pre-K. Commitment will be solidified by providing district and partnering Pre-K teachers and educators with access to high quality professional development opportunities, coaching, mentoring, and resources that enhance their instructional skills, improve teacher effectiveness, and support career growth. MISD will also apply for federal, state, and private grants to sustain activities.

Through the Pre-K Partnership grant, MISD built a community view of early childhood education. Through an established Advisory Task Force made up of partners and families, we will continue to evaluate and set needs of the program. This will allow MISD to continue our community partnerships, which support and promote high-quality early childhood education.

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Schedule #15—Project EvaluationCounty-district number or vendor ID: **227-907**

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Pre-K Student Academic Achievement Results	1.	Pre-K Assessments indicating that at least 90% of students are meeting benchmarks in reading, math, social-emotional, and physical development
		2.	Pre-K Assessments indicating that at least 90% of students are demonstrating progress across all sub populations
		3.	At least 90% of students end the year "Kindergarten Ready" according to Kindergarten Readiness Assessments
2.	Quarterly Survey and Interviews with Staff and Families	1.	Results indicate that at least 90% of staff and families are satisfied with Pre-K Program
		2.	Results indicate that at least 90% of families feel engaged with their school
		3.	At least 90% of staff report feeling more confident and knowledgeable in Pre-K compliance and facilitating quality instruction.
3.	Formal Teacher Observations and Evaluations	1.	At least 90% of teachers demonstrate growth during formal evaluations and observations throughout the year
		2.	At least 90% of teachers receive at least a Satisfactory rating according to Teacher Rubric
		3.	At least 90% of teachers conduct at least one peer observations throughout the year
4.	Elementary Academic data at Bluebonnet and Shadowglen	1.	At least 90% of students will perform on grade level on K-2 Assessments
		2.	STAAR data will show at least 25% improvement when first cohort of Pre-K students take 3 rd Grade STAAR
		3.	At least 90% of Pre-K cohort of students will achieve their state growth goal on 3 rd Grade STAAR across all sub populations
5.	Enrollment and Attendance numbers	1.	Increased number of MISD students enrolling in Pre-K year over year
		2.	Increased ADA number in Pre-K year over year
6.		1.	
		2.	
		3.	
7.		1.	
		2.	
		3.	
8.		1.	
		2.	
		3.	
9.		1.	
		2.	
		3.	
10.		1.	
		2.	
		3.	

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Schedule #15—Project EvaluationCounty-district number or vendor ID: **227-907**

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Processes for Collecting Data: *Pre-K Student Academic Achievement Results:* The new Pre-K Site will use CLASS (Classroom Assessment Scoring System) Assessments to determine whether or not students are making progress and performing on grade level throughout the year to transition to Bluebonnet Trail and Shadowglen Elementary Kindergarten ready. The Project Director, in collaboration with MISD's Director of Early Childhood and the Executive Director of the Operating Partner, will provide training to the teachers who will give the assessments, and oversee that the teachers are administering the test with fidelity and scoring the assessments with accuracy. This data will be shared with students, families, and staff to have transparency around gaps in overall programming, curriculum, instructional delivery, and individual student learning. *Quarterly survey and interviews with staff and families:* Anonymous surveys will be distributed to staff and families to measure satisfaction, engagement, and development. Results will be calculated and shared with staff, families, and the community highlighting areas of strength and areas of growth. *Formal Teacher Observations and Evaluations:* A standard Teacher Evaluation Rubric and Observation feedback form will be used to provide teachers feedback on certain areas of their teaching practice in order to continue what's working well to achieve student results and what action steps need to be taken by the teacher to improve student outcomes. The Observations and Evaluations will always be shared individually with the teachers, so they know on what they need to focus their improvement. The data will also be analyzed at the school-level to determine trends needing to be focuses of upcoming professional development and best practices found in the field to share with other teachers. *Elementary Academic data at Bluebonnet and Shadowglen:* In K-2, students will be assessed in Reading and Math throughout the year using formative and summative assessments to ensure that they are on track by the time they reach third grade. Starting in third grade, students will take benchmarks leading up to the STAAR tests, which will allow teachers the opportunity to set growth goals, adjust their overall instruction, or tailor instruction to meet certain needs of students possibly from various sub populations. Administrators and Teachers will then use the actual STAAR data, once released, to determine whether or not the schools' and individual students' results improved. *Enrollment and Attendance numbers:* MISD's enrollment system will be able to compare the amount of Pre-K students enrolled in previous years in Bluebonnet and Shadowglen to the first year of this new Pre-K IMO Partnership site hopefully to see an increase in student numbers. 124 Pre-K students were enrolled in these two schools during the 2016-2017 school year, so MISD would want to see this number rise given the experience and track record of success of the Operating Partner, the extra ADA funding increase from SB 1882, and the targeted and aggressive recruitment strategy that will be in place to offer more seats, especially those to low income students. Attendance data will also be easily accessible to compare previous years to the first partnership year. Bluebonnet and Shadowglen had an average campus Attendance Rate of 97.05%. Despite attendance being a challenge in Pre-K, the goal would be to have an even higher Attendance Rate at the new Pre-K site as compared to the combined campus-wide rates at Bluebonnet and Shadowglen. The importance in attending school everyday, even at the Pre-K level, will be emphasized, so students will not miss out on instruction and families can start off on a strong foundation of success in understanding the importance of being at school, on time, everyday.

Problems with Project Delivery Identified and Corrected: During its first year of implementation, the new Pre-K IMO Partnership Site will be hyper aware and in tune to the data collected from using all of the evaluation tools listed above to ensure that the new site has a strong launch and founding year to build upon in subsequent years. In order to be an attractive option for families, MISD and the Operating Partner will quickly identify any areas of inefficiencies or sub-par teacher and student performance to quickly course correct. The Project Participants will hold step back meetings to determine root causes to any barriers or obstacles preventing teachers and students from meeting their goals and set new measurable goals for improvement. Meetings will be held with teachers who are not meeting the bar of excellence set forth and achieving Satisfactory ratings on the Teacher Evaluation Rubric, and meetings will also be held with families to remind them of their commitment to their child's education when expectations, like punctuality and attendance, are not being met. Problems of Project Delivery will also be shared with the Board of Directors.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **227-907**

Amendment # (for amendments only):

Statutory Requirement 1a: Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, or support the Focus School with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Support the Focus School with the Development and Implementation of a Targeted School Improvement Plan:

Both Bluebonnet Trail Elementary and Shadowglen Elementary are 2017-2018 Focus Schools with School Improvement Plans already in place. Both schools identified similar problem areas and root causes that have contributed to low student achievement results. These problem areas are related to Staff Demographics; Student Achievement; School Culture and Climate; Staff Quality, Recruitment, and Retention; Curriculum, Instruction and Assessment; Family and Community Involvement; School Context and Organization; and Technology. The specific root causes are: 1. High Teacher turnover rates. 2. Teachers not receiving enough professional development to ensure student success. 3. Changes in administration and teachers making it difficult to establish a positive campus culture. 4. School-wide norms and guidelines for teachers not being clear or streamlined. 5. Lack of Professional Development to teach culturally relevant curriculum and pedagogy. 6. Failure to integrate families and community into the daily life of the school to build positive partnership relationships. 7. Inconsistent staff expectations that are not aligned with district expectations or focused on the school's mission. 8. Updates needing to be made to use of technology in order to meet the needs of being a 21st century campus. The Improvement Plans are aligned to the MISD's 5 District Goals with established Performance Objectives and Methods to Evaluate effectiveness. *Goal 1: Be a district of choice in this Texas Region based on student success:* The 1st Performance Objective is to Establish 75% of all K-2 students at appropriate DRA levels by the end of the year using the EOY DRA results to measure success, and to accomplish this goal teachers will meet three times a week for PLC's. The 2nd Performance Objective is to improve school attendance for all students by 1% by working with district personnel to develop strategies and increase school attendance by system daily. The 3rd, 4th, and 5th Performance Objectives are to increase Reading (by 7%), Math (by 6%), and Writing (by 11%) STAAR passing percentages for all students and each student group performance through small group instruction, in-school and after-school intervention maximizing all available personnel and targeting at-risk and LEP students, using online resources such as Reading A-Z and IRL, utilizing DRA and TPRI to monitor and assess, keeping and scoring individual Writing Portfolios, celebrating student writing achievement through Publishing Parties, conducting a 4th grade Writing Camp in the Spring, and adding an Instructional Coach to ensure all process and performance objectives are reached. *Goal 2: Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference:* The 1st Performance Objective is that 90% of teachers will be provided with professional development opportunities to facilitate staff growth as well as achieve student performance specified in Goal 1 through district and region 13 trainings as well as T-TESS evaluations to serve as evidence. The 2nd Performance Objective is for Administration to respond to 100% of discipline referrals within 24 hours and monitor this data through PEIMS/skyward reports. *Goal 3: Serve internal and external customers in partnership to support the highest levels of student success:* Performance Objective #1 is to communicate with all staff members in writing and Google calendar on a weekly basis and all parents on a monthly basis. Additionally, communication will come through newsletters, Twitter, flyers, and the school web page to promote parent/community involvement. Sign in sheets from the events will serve as data to support percentages of parental involvement. Performance Objective #2 is that 50% of Parents will attend events, workshops, and volunteer opportunities, which will be tracked via sign-in sheets, raptor, and PTA minutes. Performance Objective #3 is to celebrate campus accomplishments on a bi-monthly basis to parents and community through email, campus newsletter, and notes sent home in student folders. *Goal 4: Engage Students in a variety of individualized and flexible learning opportunities inside and outside the classroom:* The 1st Performance Objective is that 50% of parents, mentors, and volunteers will become involved in school activities as evidenced by sign in sheets, Raptor, and PTA minutes. The 2nd and 3rd Performance Objectives are that 100% of students will be provided with SEL lessons on a weekly basis measured by teachers' lesson plan submissions and SEL walkthrough data with the Counselor providing SEL lessons on a weekly rotation to all grade levels. The 4th Performance Objective is that the Fitnessgram will be provided to students twice a year to meet state requirements and lessons will be entered into system to progress monitor throughout the year. *Goal 5: Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success:* The 1st Performance Objective is to increase the effectiveness and create a PBIS system that will ensure 50% more students are going to be evaluated with greater scrutiny through the PBIS process measured against the number of office referrals through Skyward.

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By TEA staff person:

Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **227-907**

Amendment # (for amendments only):

Statutory Requirement 1b: Describe how the applicant will monitor schools receiving Title I, Part A funds, including how the applicant will monitor school improvement plans upon submission and implementation, and implement additional action following unsuccessful implementation of such plan after a number of years determined by the applicant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Monitoring Schools Receiving Title 1, Part A Funds: The Federal Programs Director tracks the funds received by the Title 1 Campuses, Bluebonnet Trail Elementary and Shadowglen Elementary. In the CIP/DIP process the amount of Title I funds by campus are allotted. From this allotment, the Business Office provides the campus with fund-codes. Requests for purchases are given to the Federal Programs Director who reviews the request and supporting documentation to assure that the Title 1 guidelines are being met and then the request is forwarded to the Business Office for processing. This system assures that Maintains of Effort requirements are met and the grant funds supplement these funds.

Monitoring School Improvement Plans and Implementation: Manor ISD has a system in place where it conducts Formative Reviews of its campuses every 9 weeks, starting in October and ending in May. Campus goals are based on district goals while strategies are driven by individual campus needs and data. It is the Executive Director's job to ensure that the daily needs of managing a campus do not overshadow the need for systemic improvement. To that end, Executive Directors work with Principals on a scorecard related to our work with the Systems of Great Schools. The District will develop a district tracking system so that the progress of the students moving from the new Pre-K site to Bluebonnet Trail and Shadowglen Elementary Schools, as well as the other elementary campuses, can be monitored at every campus annually.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **227-907**

Amendment # (for amendments only):

Statutory Requirement 1c: Describe how the applicant will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the applicant will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Rigorous Review Process: MISD will use a Request for Proposal, which details the scope of the work and the specific characteristics the district is seeking. The District adheres to the RFP process and makes a determination whether or not to partner.

The District has also contacted the service center, other districts that have done similar work, and TEA for the names of individuals who have created similar partnerships. MISD then asks a series of questions to determine if the external partner is a good fit for MISD. MISD will only be considering early childhood centers who have achieved a TRS (Texas Rising Star) Rating of a 4 and who have been in full Federal and State Pre-K compliance. MISD is wanting to create an early childhood center with a Montessori approach, so MISD will be looking to partner with centers who have elements of Montessori in their program. Partners who express an interest in Innovation and Montessori will be considered highly selective over other centers. The District will also reach out to the community that the early childhood partner serves to solicit their feedback on their satisfaction of the program.

MISD will use a matrix to screen the interested partners and then invite them for an onsite interview/presentation before a team who will make the final decision.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **227-907**

Amendment # (for amendments only):

Statutory Requirement 1d: Describe how the applicant will align other federal, state, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Aligning Other Resources: MISD was just awarded the 2016-2018 Pre-K Partnership Planning Grant, so there are many ways in which we will be aligning these funds to carry out the activities supported with the School Transformation Funds. MISD is experiencing rapid growth and the overall ADA of the district is growing. With increased attendance and the additional increase to ADA funding, MISD will have more tax-based funds to maintain various aspects of the program in addition to the new funds gained by increase enrollment. All of these items will help MISD maintain the program beyond the life of the grant and assure that all funds from all sources are used effectively. The various departments at the district offices will use Maintenance of Effort concepts to link the other funding sources to this program so that the most effective use of all resources is achieved.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **227-907**

Amendment # (for amendments only):

Statutory Requirement 1e: Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Modification to Provide Operational Flexibility: The current District of Innovation guidelines will be used by Bluebonnet Trail Elementary and Shadowglen Elementary to allow for campus level changes to be made that support the efforts of this program. Pearson Learning Services will work with the development of policies and procedures that promote the goals of the IMO Pre-K Partnership. The CIP/DIP process will be used to develop campus specific systems that support the efforts and make the Partnership a success. The various district offices at MISD, because of goals set in the strategic plan, have systems to change methods of providing services that align with the District of Innovation guidelines and allow for the effective operation of grant funded programs. Within this system, MISD uses guidance provided by TEA and TASB (Texas Association of School Boards), which we are a member. TASB provides information for the management of schools that has both local and legal updates.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **227-907**

Amendment # (for amendments only):

Statutory Requirement 2: Describe how the school redesign will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Incorporation of Evidence-Based Strategies: The district will incorporate the Texas Pre-Kindergarten Guidelines as part of the implementation of the IMO. The Texas Prekindergarten Guidelines synthesize current knowledge of theory and scientific research about how children develop and learn. The guidelines provide insights as to the current thinking of early childhood professional leaders that "a greater emphasis be placed on young children's conceptual learning, acquisition of basic skills, and participation in meaningful, relevant learning experiences". (p. 1) The guidelines outline the behaviors and skills that children are to demonstrate and achieve, as well as instructional strategies for teachers to implement. The guidelines provide "information on responsive teaching practices, the physical arrangement of a prekindergarten classroom, professional development as the key to high-quality prekindergarten programs, the involvement of families for better school readiness of children, strategies for bilingual instruction, considerations for children with special needs and disabilities, and methods of monitoring children's progress." (p.1)

In addition to the Texas Pre-Kindergarten Guidelines, the district and the IMO partner will incorporate best practices from the National Institute for Early Education Research (NIEER). The Institute provides research articles addressing a plethora of topics such as preparing teachers for the Pre-K classroom, assistive technology and emergent literacy for preschoolers, challenging behaviors, screening and assessment instruments, and effective early childhood programs.

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Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **227-907**

Amendment # (for amendments only):

TEA Program Requirement 1a: Identify which of the following transformation models the grant intends to support. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**Partnership Planning**☐ P2 Partnership☒ IMO Partnership**New School Planning**☐ Reset☐ Fresh-Start**Transformation Planning**☐ Talent Transformation Model☐ Transformation Strategy**For TEA Use Only**

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Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **227-907**

Amendment # (for amendments only):

TEA Program Requirement 1b: Describe the applicant's vision for improving campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Vision for Improving Campus(es): Bluebonnet Trail Elementary and Shadowglen Elementary have struggled with academic performance, which might infer that the school's third graders may not have been grounded as young learners. 66.7% percent of Bluebonnet Trail and Shadowglen students are economically disadvantaged and 88% are minority. Because of the early start from the **Innovative Management Organization Partnership (IMO)**, students who transition into these campuses will be more than adequately prepared to be successful as Kindergartners. Through this IMO, Manor ISD will develop an educational opportunity for Pre-K students unique to the Manor Community.

The vision for the new Pre-K site, housed in a wing at Manor Elementary, is one with a Montessori focus and based on self-directed activities, hands-on learning, and collaborative play; all skills that will equip students to take on the challenges of higher grades and develop strong social-emotional skills. In the Montessori classrooms, children will make creative choices in their learning, while the classroom and the teacher offer age-appropriate activities to guide the process. Pre-K classrooms will not exceed 20 children to maintain a small teacher-to-student ratio. Because each child has his or her own individual needs, expectations may vary; each child is challenged but not hurried. Ideally, the child will meet an identified baseline of goals that will prepare him or her to enter kindergarten. The curriculum and developmental goals will be correlated to the Early Learning Guidelines and teachers will use student progress monitoring tools like CLASS (Classroom Assessment Scoring System) to effectively inform instructional coaching for Pre-K teachers.

As soon as approval is given, recruitment for staff and students will begin. The School Leader will be knowledgeable about The TEA Office of Early Childhood Education and will not hesitate to get additional guidance regarding the implementation of high quality Pre-K programs. On a regular basis, the School Leader and the teachers will examine the progress of the IMO implementation and adjust accordingly. The team will monitor the progress of the students and communicate with parents weekly.

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Amendment # (for amendments only):

TEA Program Requirement 2: Describe how the grant aligns to and accelerates the broader strategy and theory of action of the LEA. If an applicant cannot identify its theory of action, describe how the LEA has selected or will select a theory of action among the Lone Star Governance models (see p. 31 of the [Lone Star Governance Participant Manual](#)). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Broader Strategy of the LEA: This School Transformation Fund aligns to Manor ISD's theory of action: *System of Great Schools* in the way that this theory focuses on giving more autonomy to individual campuses, allowing parents to make choices, and focusing on low performing schools. Just as the strategy states, "If the district devolves autonomy from the central administration to campuses," Manor ISD will be giving autonomy to the new Operating Partner in this IMO Partnership over staffing, curriculum, and programming. With an addition of a Pre-K site, the district will "empower parents to make choices." Finally, by targeting the Focus Schools, Bluebonnet Trail Elementary and Shadowglen Elementary, MISD is concentrating its time and resources by "addressing low performers."

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Schedule #18—Equitable Access and ParticipationCounty-District Number or Vendor ID: **227-907**

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 227-907

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **227-907**

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **227-907**

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **227-907**

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **227-907**

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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By TEA staff person:



Superintendent

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@ManorISD

May 25, 2018

Mike Morath, Commissioner
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

This letter is to express support for Manor ISD's Transformation Fund Innovative Management Organization (IMO) Partnership Planning Grant proposal. We are excited to develop a partnership with an Early Childhood Center to plan during the 2018-19 school year for new strategies to improve school readiness for students in our community. The center will be housed at Manor Elementary to promote effective use of current buildings of Manor ISD (MISD). The students will be moved at the Kindergarten level to MISD's two focus elementary campuses – ShawdowGlenn Elementary and Bluebonnet Trail Elementary.

An IMO Pre-K Partnership is consistent with our district's transformation efforts, especially the coherent focus on partnerships and targeted autonomy with accountability to improve outcomes for our students. We are building on the funded 2016-2018 PreK Partnership Planning Grants and the 2017-19 School Redesign Grant for Decker Elementary. These two grants' evaluation data were used to create this Partnership Planning Grant proposal through the update made to Campus and District Improvement Plans. Further, MISD's 5-year Strategic Plan saw early academic programs as one of the best methods to increase the expectations for all of students.

Please contact me at 512-278-4000 or Royce.Avery@manorisd.net if I can provide additional information or support for the IMO Partnership Planning Grant proposal.

Sincerely,

Dr. Royce Avery, Superintendent
Manor Independent School District